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AUTHOR	Poole, Jay Martin; And Others
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ABSTRACT

To create a comprehensive program of library orientation and instruction for the libraries of the State University of New York at Buffalo, a committee was appointed to survey several unit libraries as well as all the academic units (104) on the campus. Their object was to determine what, if any, library orientation and instruction programs were in effect. The results of this survey and a literature search culminated in a basic statement of principles, goals, and definitions. One of the more important results of the study was the definition of levels of needs of users: basic, course related, and discipline related. The resulting series of recommendations forms a plan for an aggressive, comprehensive, and coordinated program of bibliographic library instruction and orientation. (Author)

ED 092137

TITLE: PRELIMINARY PAPER TOWARD A COMPREHENSIVE PROGRAM OF LIBRARY ORIENTATION/INSTRUCTION FOR THE LIBRARIES OF THE STATE UNIVERSITY OF NEW YORK AT BUFFALO.

ABSTRACT: In an attempt to create a comprehensive program of library orientation and instruction for a large university library system, a committee was appointed to meet this need. The several unit libraries were surveyed as were all the academic units (104) on the campus in order to determine what, if any, library orientation and instruction programs were in effect. The results of this survey and a literature search culminated in this basic statement of principles, goals, and definitions. One of the more important results of the study was the definition of levels of needs of users: basic, course related, and discipline related. The paper is now to be discussed by the library administration and accepted as the working document toward an aggressive, comprehensive and coordinated program of bibliographic library instruction and orientation.

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INTRODUCTION

Bibliographic instruction, once treated by practicing librarians as an unimportant activity, is now one of the most discussed aspects of academic librarianship. There is no better demonstration of this than the mushrooming number of articles, conferences, and committees devoted to the topic.[1]

The general consensus of these papers, reports and committees is that there is a dearth of actual effective bibliographic instruction programs although many aspects of successful programs have been identified: surveys of present facilities or programs for library instruction, the need for the formulation of definite behavioral goals, the absolute necessity for evaluation of instruction programs.

The Library Instruction Committee of the Libraries of the State University of New York at Buffalo has completed an intensive review of the literature on bibliographic instruction and has surveyed the University Library Units and Academic Departments for existing programs. The primary result of this work has been to recognize the need for a strong commitment on the part of the University Libraries and the University for an aggressive, well publicized, comprehensive, and coordinated program for bibliographic library instruction and orientation. In response to this commitment the development of a system-wide program of Library Orientation/Instruction is the next logical step.

1 ACRL Bibliographic Instruction Task Force. Academic Bibliographic Instruction: Model Statement of Objectives. First Complete Draft April, 1974.

PRELIMINARY PAPER ON LIBRARY INSTRUCTION

I. Rationale

II. Goals Statement

III. Surveys of Departmental Instructional Orientation/Instruction Program

IV. Orientation/Instruction Program.

- A. Introduction
- B. Orientation
- C. Instruction
- D. Publicity

V. Evaluation

VI. Cost Analysis

VII. Coordination and Administration of Library Instruction

VIII. Recommendations

I. RATIONALE

The university should "transform its traditional 'custodial' library into a 'teaching' library." (Williamson)

A greater emphasis on the library as an active participant in the instructional process is basic for change in higher education. (Carnegie Commission)

Orientation and bibliographic instruction should be considered a basic function of the academic library. The (teaching library) ... aims at providing the student with the library skills and bibliographic sophistication for life-long independent work. (Williamson)

We must prepare students for the realities of using a complex library system, finding alternatives when first efforts fail. (Shain)

The Libraries should create a comprehensive, integrated program to meet the instructional needs of the academic community.

The specific bibliographic instructional needs of the academic community must be determined.

Clearly, library instruction must be directed to specific kinds of student users and student expectations - not to some mythic homogenized student. (Vogel)

This seems to be the rock bottom of the case for library instruction: while library instruction cannot guarantee increased student use of the library - without broaching the matter of effectiveness - evidence is accumulating that the obvious and obverse are also true: that the absence of library instruction guarantees the non-use of at least some library services and resources. (Vogel)

Immediate needs should be met with the available means, and plans should be made to meet the ultimate goals of the program.

The program should be consonant with the stated goals of the University, the University Libraries, and the academic department.

Basically, the Libraries must first serve our University Community and relate to its programs. (E. Smith)

Coordination within the University Libraries is necessary for the development of a comprehensive program.

The program should be implemented with coordination through a committee or a particular individual or both.

Multiple levels of instruction should be available for all students both graduate and undergraduate. Instruction should be directed toward levels of need rather than academic attainment.

... The librarians must become more readily identified as academicians and play an increasingly prominent role in the instructional ... functions of the University. (Bobinski)

There should be a close involvement with the academic faculty and collaboration with academic departments in order to make the program effective.

Where assignments are correlated with courses a student is taking especially in his major field, and emphasis is on methods of research rather than on isolated bibliography, ... the knowledge and experience gained can be expected to meet both the immediate and the long-range needs of the serious students. (Melum)

... instruction given without correlation to course work is not retained. (Melum)

The program should be flexible, and should be improved or developed as circumstances and conditions warrant and permit. (Cassata)

All resources should be explored when implementing the program.

The entire program should be attractive and well-publicized. (Cassata)

... evaluation however you might arrive at it (questionnaires, person to person interviews, observations (hidden or open), suggestion or comment notebooks) is a necessary part of any program in library use instruction, not only for an understanding of where our efforts are going and what educational effect they are having, but also for making improvements. (Lubans)

A reasonably precise identification of types of students and their informational needs and library expectations is an essential part of any evaluation of library instructions. (Vogel)

The program should be cost and time effective.

One of the principal problems which the University will face over the next decade is precisely that of determining the most effective organization of its efforts and the most productive deployment of its resources. (SUNYAB Master Plan, 1973)

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II. GOALS

The University Libraries' Instruction Program:

1. Should make available to every member of the academic community the opportunity to increase his knowledge of library resources according to his needs.

2. Should create an awareness of the extent, scope, and usefulness of library resources.

3. Should develop the user's understanding of the procedures used to gain access to library resources.

4. Should be an integral part of the instructional program of the University.

5. Should ultimately enable the user to function effectively in all bibliographic environments.

III. Results of a Survey of Library Orientation and Bibliographic Instruction Programs Given by Library Units and Academic Departments.

A. University Library Units

1. The survey questionnaire sent to units of the University Libraries was a modified form of a questionnaire developed by the ACRL ad hoc Committee on Bibliographic Instruction (see Appendix A). The modified form is found in Appendix B where the data is summarized.

2. Response: The questionnaire was sent to ten units on February 19, 1974 - Art, Documents, HSL, Law, Library Studies Lab, Lockwood Reference, Music, Poetry, SEL, and UGL. Follow-up telephone calls were made, and by April 18th the following response was received:

9 units had some sort of orientation program:
Documents, HSL, Law, Library Studies Lab, Lockwood Reference, Music, Poetry and SEL.

8 units reported some sort of formal instruction:
Documents, HSL, Law, Lockwood Reference, Music, Poetry, and SEL.

1 unit returned the questionnaire as "not applicable": UGL
(all their programs are in planning).

3. Explanation: Units were asked to respond with information about programs which now are or formerly were used. Several units have programs in various stages of planning; none of these is included in this survey.

4. For a Summary of data about University Lbiraries orientation and instruction programs, see Appendix B.

5. Conclusions: Many types of programs have been tried throughout the University Libraries system, and there is a wide range of experience and expertise in the total system.

No single unit has a total program designed to reach all its potential users, either with orientation or bibliographic instruction.

Data about potential clientele and annual number of users is sketchy and inconclusive. As far as can be determined, with one exception (Law), no unit knowingly provides bibliographic instruction and/or orientation for more than 1% of its clientele every year.

There is very little use of A-V materials for library orientation and/or bibliographic instruction programs within the University Libraries units.

No formal evaluation of program effectiveness has been made by any unit.

Judging from the wide range of responses to individual questions, there is very little agreement between the units about the difference between Orientation and bibliographic instruction. There is a lack of commonly accepted definitions.

B. Academic Departments

1. The survey questionnaire sent to the academic departments of the University was a modified form of a questionnaire developed by the ACRL ad hoc Committee on Bibliographic Instruction (see Appendix A). The modified form is found in Appendix C where the data is summarized.

2. Response: The questionnaire was sent to 104 academic departments on February 22, 1974. Departments which failed to answer were contacted at least once by telephone. By April 8, 1974 the committee had received 36 replies. Out of these 36 responses, 18 departments had no program for bibliographic instruction, and 18 had some type of instruction.

3. Explanation: Departments were asked to respond with information about programs which now are or formerly were used.

4. A summary of data for the 18 departments which offer bibliographic instruction and a list of departments which received questionnaires can be found in Appendix D.

5. Conclusions: Since 18 departments sent information about their programs, as far as we know, only 17% of the academic departments do offer some type of bibliographic instruction.

The programs offered tend to be mandatory, formal instruction offered on a regular basis.

There is little use of A-V materials in these courses; printed texts and bibliographies are commonly used.

The programs offered by the academic departments are designed for graduate students and undergraduate majors, but primarily for graduate students.

Since only three departments offer instruction for non-majors, it is possible to conclude that the academic departments on this campus do not see general bibliographic instruction as one of their responsibilities.

Five of the departments have evaluated their programs by methods ranging from verbal response to the computer-compiled University Teaching Evaluation Questionnaire. This lack of widely-used formal evaluation may indicate a need to develop good methods for evaluating the effectiveness of bibliographic instruction and to offer those methods to departments for their use.

Since 18 of the 36 departments which responded said they would be interested in discussing the development of bibliographic instruction programs, there are stated opportunities for the University Libraries to begin working with the academic departments.

A lack of expressed interest from 88 departments shows the need for the Libraries to publicize the value of bibliographic skills for educational and research purposes.

IV. ORIENTATION/INSTRUCTION PROGRAM

A. Introduction.

The creation of a unified and comprehensive orientation/instruction program is a viable and desirable goal.

The results of the questionnaires from both the academic department and library units demonstrate the real need for an organized cooperative program of library orientation/instruction.

The transition between the existing situation and what is being proposed as an ultimate program will be a difficult process, expecially considering the lack of resources, both personnel and equipment.

Human resources from the entire system should be brought to bear (as needed and practical) on the entire project.

As librarians become more closely involved in the teaching function of the university, the instructional program will become more and more one of the basic functions of the library. It is consistent with the present goals of the library and the effort to implement faculty status.

B. Orientation.

Orientation should be restricted to providing an awareness of physical locations, staff, and services. The principal audience for orientation consists of: entering freshmen, transfer undergraduate students, new graduate students, and new faculty.

Orientation should be limited to that information the user needs to move throughout the library system with some facility.

Generally the Undergraduate Library should be responsible for the initial orientation of entering freshmen and transfer undergraduate students to the library system. Also, for these two classes of students unit libraries should be responsible for orientation within their particular facilities.

Orientation for graduate students, new faculty, and others should be the responsibility of the appropriate unit library.

C. Instruction.

Bibliographic instruction is an in-depth approach to library use ranging from printed guides through the full credit courses within departments. It should be aimed at all levels of need of academic library users, and not toward their academic status. The degree of a person's commitment to a discipline or lack of such a commitment can be considered part of his need. It is essential to define the levels of need in order to develop the programs that will satisfy those needs.

1. Basic: The need is to function within the academic library system on the most minimal level, e.g. using the card catalog, locating periodical material. On an immediate basis this need should be met by a variety of methods of implementation: instructional meetings on demand from students or faculty, self-instruction materials, point of use material. A more in-depth approach to meeting the same need should be the offering of a basic one semester credit course in bibliography. This course should be designed for persons who have little knowledge of large, academic libraries and generally persons who have not yet committed themselves to any particular discipline.

Initially, the Undergraduate Library should be responsible for teaching this course. If interest grows and the number of sections increases, personnel from other library units should be utilized as available. (See Section VI on Cost Analysis for amount of time committed in teaching a course.)

2. Course related: The need is to cope successfully with assignments given in a particular course. The need should be met by such methods as classroom lectures, or specifically designed handout materials such as bibliographies and guides to the literature. A more in-depth approach to meeting the same need is cooperative course development (with a librarian and a professor designing courses or assignments which require the student to utilize library resources to fulfill course requirements.) Generally, reference/subject librarians throughout the University Libraries system should be responsible for course-related work in their own or related fields. Librarians in the Undergraduate Library should be available to help but should not be totally responsible for social science and humanities courses at the 100 and 200 levels. The librarian receiving the initial request for help should follow through to see that a request for help is satisfied.

3. Discipline related: The need is to understand the information resources and literature search strategy necessary for study and research in a specific discipline. This need can be met most effectively by formal courses offered within particular academic departments and ideally designed in close cooperation between the librarian and the faculty of the department. It may be met by a

more general approach to an entire faculty area, e.g. Arts and Letters or Social Sciences. Other methods of meeting this need include individual consultation and self-instruction materials.

D. Publicity.

There should be well organized publicity to advertise programs as they become available. In addition to advertising done by individual units, the growing list of alternatives should be publicized as a whole by the Public Services Committee.

In advertising its orientation/instruction programs, the library should take full advantage of formal and informal channels of communication. Some of the formal channels are the University catalog, course listings, admissions packets given to entering students, orientation week presentations, newspapers (Reporter, Spectrum, Ethos), and radio announcement. Informal methods of advertising would include posters and handouts.

V. EVALUATION

Student Testing and Research has agreed to cooperate fully in a long term evaluation project. They are tentatively committed to assistance in the design of the evaluation program, creating the necessary tests and questionnaires, identification of control groups, follow-up testing, and any other pertinent activities. This evaluation design is to be accomplished after the instructional program has been planned, but before it becomes operational.

The essential program will be based upon the Bibliography I course which is planned for Spring 1975. Students from this class will be matched with a control group to be followed throughout their student careers. It is possible that a further assessment may be made at some time after the student careers have been completed.

In addition to the basic long-term evaluative project, other individual instruction programs should follow a regular planning, implementation, and assessment cycle. All the approaches described in Section IV should be subjected to some evaluation procedure.

VI. COST ANALYSIS

A detailed cost analysis should be developed by the person or persons coordinating the program in cooperation with all units of the University Libraries.

In terms of human and capital resources, a comprehensive, integrated orientation/instruction program is expensive. Personnel time for planning, implementation and assessment, equipment and supplies, A-V production, and publicity all need to be taken into account.

A realistic cost analysis could be generated only after there is at least a tentative commitment by the library administration to having library instruction programs constitute a significant aspect of our public service. Such a cost analysis would include identification of clienteles by individual units and plans for ideal programs to serve those clienteles adequately.

Another step preliminary to a detailed cost analysis should be administrative agreement throughout the University Libraries system regarding normal time commitments for developing orientation programs and teaching courses in library instruction. The amount of time needed can vary, depending on a person's previous experience, but there can be suggested guidelines. For instance, developing a slide/tape program can take as much as 300 man hours. (Palmer)[2] Also, a librarian teaching a course in bibliography should be considered to be commiting one quarter time to that course and possibly one half time when a course is first developed.

Present resources most likely fall short of those needed to implement a full program of orientation/instruction programs for the entire academic

2. Palmer, Millicent. "Creating Slide-Tape Library Instruction: The Librarian's Role." Drexel Library Quarterly. 3 (1972) p.251-267.

community. However, an inventory of our current resources and development of a plan for resources we would need to add would act as the basis for future budgeting and planning.

VII. COORDINATION AND ADMINISTRATION OF LIBRARY INSTRUCTION

System-wide coordination is essential in the planning and implementation of a successful library instruction program. A coordinated program will help to achieve the goals that have been defined in this paper. The value of coordination will be apparent as the program is evaluated and objectives are redefined. This broad approach will facilitate identification of those areas where instruction programs can be most effective as well as identification of those areas which appear to have been neglected in the past. A system wide program will provide a means of sharing expertise and promoting quality. A shotgun approach to library instruction is wasteful and ineffective. A comprehensive plan is cost effective since it provides the means of using staff and other resources efficiently.

The program should be administered by one person in cooperation with the various library units. Universities with successful comprehensive instruction programs, such as Northern Illinois, have recognized that development and administration of such a program is a full-time responsibility for a professional librarian. In order to achieve the kind of library instruction program described in this report, the Committee recommends the creation of a position to assume the major responsibilities for developing a system-wide program. Such a position would be especially crucial during the initial planning stages. To support this position, a standing subcommittee of the Public Services Committee should be maintained. The committee in conjunction with the person designated as coordinator should collect and disseminate information on current instruction programs within and without the University campus, acting as a clearing house or information exchange. Another principle function of the coordinator and the committee

would be to organize workhsops to be conducted within the library system. These workshops would include all persons involved in the various aspects of the program. The major thrust of the workshops would be to give instruction and assistance in teaching procedures and techniques, and to discuss specific individual programs.

"An effective Library Instruction Program can ensure that people do benefit our collections, it can produce results. If we develop a comprehensive program of library instruction, based on a foundation of specific objectives, evaluate its output in terms of student learning, and accurately measure its total input costs, I believe we can prove that we are getting results from the tremendous investment we are making. Indeed, library instruction may prove to be one of our most cost effective activities. Any library activity that can prove itself to be cost effective is likely to be a long time in the green stuff, that is the limelight."[1]

1. A talk by Sara Lou Whildin, presented at the Fourth Annual Conference on Library Orientation, Eastern Michigan University, 9 May 1974.

VIII. RECOMMENDATIONS

1. The Library Administrative Council should adopt the policy that a coordinated, developing program of library instruction be considered an integral and essential part of University Libraries service to the University.

2. The Library Administrative Council should adopt the statement of general goals in Section II of this document so that a program of library instruction will have a clearly defined and accepted foundation.

3. Programs should be developed so that they are geared toward satisfying levels of need, not levels of academic attainment. These needs are 1) basic 2) course-related 3) discipline related.

4. The definitions of orientation and bibliographic instruction given in Section IV of this document should be adopted as commonly accepted working definitions.

5. Individual units should define their clientele and develop an outline of an "ideal" program to meet orientation and instruction needs.

6. There should be a detailed cost analysis study based on the data provided by the units in their descriptions of their "ideal" library instruction programs.

7. Individual units should describe what programs they can develop with present staff and facilities.

8. The University Libraries should develop methods of evaluating bibliographic programs and offer these to the units and academic departments for their use.

9. The Plans for any phase of a unit's total program should include methods for evaluating effectiveness.

10. A full-time coordinator of a Univeristy Libraries' instruction program should be appointed to facilitate the development of the system-wide instruction program in conjunction and cooperation with appropriate persons and committees.

11. The Library Instruction Program Committee should be continued as a subcommittee of the Public Services Committee.

APPENDIX A

Academic Library Instruction

ACRL's Ad Hoc Committee on Bibliographic Instruction Report Form

This form is intended to ensure the exchange of information essential to identifying and developing academic library instruction programs. Please complete the form as fully as possible; attach sheets with additional information necessary to adequately describe a program. Reporting libraries that have extensive programs should complete separate reports for each major component.

1. Date:

2. Name of reporting institution:

3. Name of program (to which one could refer in correspondence):

4. Principal personnel involved in developing and executing program (include the names and positions of both library and non-library personnel):

5. Scope of program:

_____ A. Insitution-wide program
_____ B. Program for one college, department, division, discipline, etc. Specify:
_____ C. Program for one course. Specify:
_____ D. Other. Specify:

6. Type of program:

_____ A. Formal library course with credit.
_____ B. Formal library course without credit.
_____ C. Formal instruction as part of regular class activities.
_____ D. Self-instructional program.
_____ E. Formal instruction not part of regular class activity. Specify:
_____ F. Other. Specify:

7. Participation in program is:

_____ A. Voluntary.
_____ B. Mandatory.

8. Site of instruction:

_____ A. At point of use in library
_____ B. Classroom in library.
_____ C. Classroom outside library.
_____ D. Intended for use anywhere.
_____ E. Other. Specify:

9. Status of patron for which program intended:

_____ A. New students.
_____ B. Undergraduate majors.
_____ C. Undergraduate non-majors.
_____ D. Graduates.
_____ E. Faculty.
_____ F. Any library patron.
_____ G. Special group (e.g., ethnic or racialminority, disadvantaged, high school or community group, etc.). Specify:
_____ H. Mixture of above or other. Specify:

10. Initial date of operation of the program (excluding planning):

11. Is the program continuing? _____yes _____no

12. How many times has the program been used?

13. How many patrons has the program reached since its inception (estimate if exact figures are not available)?

14. How many patrons does the program reach in a single presentation (estimate if exact figures are not available)?

15. What is the size of the population (as indicated in #9) that could be reached if the program were fully developed?

16. Any instructional materials used were:

_____ A. Texts and detailed syllabi. (Include samples of printed materials as appendix.)
_____ B. Bibliographies and other short printed materials. (Include samples of printed materials as appendix.)
_____ C. Slide-tape.
_____ D. Audio tape.
_____ E. Film.
_____ F. Film loops.
_____ G. Videotape.
_____ H. Other instructional material. Specify:

17. Indicate source and availability of the materials checked in #16. If more than one category is checked in #16, use those letters in marking this question.

_____ A. Commercially produced. Specify manufacturer and cost:

_____ B. Locally produced. Specify production cost:

_____ C. Special equipment necessary. Specify:

_____ D. Availability to other libraries:
_____ 1. not available
_____ 2. available free of charge
_____ 3. available for loan free of charge
_____ 4. available for rent; specify:
_____ 5. available for purchase; specify:

18. Describe briefly the conscious decisions made in the planning of this program. (Include any printed materials as appendix.)

19. Describe precisely, but briefly, the operation of the program. (Do not repeat information already given in questions 1-18.)

20. How has the program been evaluated? What were the results? (Include any printed materials as appendix.)

21. Name and address of person submitting report:

22. Name and address of person to be contacted for further information on the program (if different than no. 21):

Thank you. Send this report to: Thomas Kirk
Box E-72
Earlham College
Richmond, Indiana 47374

APPENDIX B

Unit Library Instruction

1. Date:

2. Name of reporting unit:

3. Principal personnel involved in developing and executing program:

4. Type of program:

   2 A. Formal library course with credit.
   0 B. Formal library course without credit.
   6 C. Formal instruction as part of regular class activities
   2 D. Self-instruction program.
   3 E. Formal instruction not part of regular class activity. Specify:

   5 F. Other. Specify:

5. Participation in program is:

   6 A. Voluntary.
   3 B. Mandatory.

6. Site of instruction

   6 A. At point of use in library.
   3 B. Classroom in library.
   5 C. Classroom outside library.
   1 D. Intended for use anywhere.
   E. Other. Specify:

7. Status of user for which program was intended:

   3 A. New students.
   4 B. Undergraduate majors.
   3 C. Undergraduate non-majors.
   5 D. Graduates.
   3 E. Faculty.
   4 F. Any library user.
   3 G. Special group (e.g., ethnic or racial minority, disadvantaged, high school or community group, etc.). Specify:

   3 H. Mixture of above or other. Specify: undergraduates, majors, graduate students, etc.

8. Initial date of operation of the program (excluding planning): noted by 5.

9. Is the program continuing? 6 yes 1 no

10. How many times has the program been used? 8 responses: range of 2 to 150 times.

11. How many users has the program reached since its inception (estimate if exact figures are not available): 6 responses: range of 35-6,000 users.

12. How many users does the program reach in a single presentation (esttimate if exact figures are not available): 7 responses: range of 1 - 300 users.

13. What is the size of the population (as indicated in #7) that could be reached if the program were fully developed: 4 responses: range of 180-20,000.

14. Any instructional materials used were:

3 A. Texts and detailed syllabi (include samples of printed materials as appendix)
6 B. Bibliographies and other short printed materials (include samples of printed materials as appendix)
0 C. Slide-tape.
1 D. Audio tape.
0 E. Film.
0 F. Film loops.
0 G. Videotapes.
5 H. Other instructional material. Specify: transparencies, filmstrips,

15. Indicate sourse and availability of materials checked in #14. If more than one catagory is checked in #14, use those letters in marking this question.

2 A. Commercially produced. Specify Manufaturer and cost:

5 B. Locally produced. Specify production cost:

2 C. Special equipment necessary. Specify:

___ D. Availability to other libraries:

1 1. not available.
3 2. available free of charge.
1 3. available for loan free of charge.
0 4. available for rent; specify:
1 5. available for purchase; specify:

16. Describe briefly the consious decisions made in the planning of this program. (Include any printed materials as appendix.): response - 5; no response - 5.

17. Describe precisely, the operation of the program. Do not repeat information already given in questions 1-16.

response - 8
no response - 2

18. How has the program been evaluated? What were the results? (Include any printed materials as appendix.)

yes - 1
no - 9 (Several units mentioned informal, oral evaluations.)

19. Name of person submitting report:

Thank you. Please send this report to: Jay M. Poole
Reference Department
Lockwood

Unit Library Orientation

1. Date:
2. Name of reporting unit:
3. Please describe any and all existing orientation programs you now use: include tours, self-instructed routines, A-V methods, print materials. Also please include number of persons reached by each method or program. Be specific and inclusive in your response. Include copies of all materials.

   Existing orientation tours:

Tours	4
Seminars	1
Lectures	2
Class	1

   Exhibits/Demonstrations - 4

   Materials used or returned with questionnaire:

Printed materials	5 units
Slide/tape presentation	1 unit

   Number of persons reached annually with each program:

   2 units responded: range of 70-80 persons

Thank you. Please send this report to:

Jay M. Poole
Reference Department
Lockwood Memorial Library

7. Is the instruction offered on a regular basis? 14 yes 4 no

8. How often is instruction offered? 13 responses; usually a course offered once every year.

9. How many students does the instruction reach in a single offering (estimate if exact figures are not available):
   13 responses with a range of 3 - 200

10. Any instructional materials used were:

   8 A. Texts and detailed syllabi (include samples of printed materials as appendix)

   10 B. Bibliographies and other short printed materials (include samples of printed materials as appendix)

   2 C. Slide-tape

   - D. Audio tape

   4 E. Film

   - F. Film loops

   - G. Videotape

   - H. Other instructional material. Specify: transparencies, filmstrips, slides

11. How has the program been evaluated? What were the results? (include any printed materials as appendix.)
   15 responses; 5 yes 10 no

12. If bibliographic instruction were offered by the University Libraries to support your particular subject area (as well as general bibliographic instruction) would you be interested in pursuing it with this committee?
   18 yes 3 no

13. Name and Address of person submitting report:

14. Name and address of person to be contacted for further information on the program (if different than no. 13):

Thank you. Send this report to: Jay M. Poole
Head, Reference Department
Lockwood Memorial Library

APPENDIX C

DEPARTMENTAL BIBLIOGRAPHIC INSTRUCTION

UNIVERSITY LIBRARIES INSTRUCTIONAL PROGRAM COMMITTEE

This form is intended to elicit information essential to identifying and developing academic bibliographic instruction programs within the University. Please fill out the form as completely as possible; attach sheets with additional information necessary to describe adequately the program. Departments that have extensive programs should complete separate reports for each major component.

1. Date:

2. Name of reporting department: 35 out of 100 academic departments responded; see attached list for names of departments.

3. Principal personnel involved in developing and executing instruction (include the names of positions of both departmental and library personnel):

4. Type of instruction:

   8 A. Formal course with credit. (please list course name and number).

   7 B. Formal instruction as part regular class activities.

   6 C. Other. Specify:

   17 D. None

5. Participation in instruction is:

   8 A. Voluntary

   11 B. Mandatory

6. Status of students for which instruction intended:

   9 A. Undergraduate majors

   3 B. Undergraduate non-majors

   10 C. Graduate (Masters)

   8 D. Graduate (Doctoral)

   E. Mixture of above or other. Specify: undergradustes, majors, graduate students.

APPENDIX D

List of Departments to whom questionnaires were mailed.

Asterisk indicates response.

Faculty of Arts and Letters

*Department of Art

*Department of Spanish, Italian and Portuguese

Puerto Rican Studies Program

*Department of Classics

*Department of French

*Comparative Literature Program

*Department of German and Slavic

Department of Music

Department of English

American Studies Program

Department of Theater

Faculty of Educational Studies

Counselor Education Department

*Department of Educational Psychology

Department of Elementary and Remedial Education

Department of Curriculum Development and Instructional Media

*Department of Higher Education

*Department of Social, Philosophical, and Historical Foundations

The Learning Center

*Department of Educational Administration

*Department of Instruction

*Department of Teacher Education

Faculty of Engineering and Applied Sciences

Chemical Engineering Department

Mechanical Engineering Department

Civil Engineering Department

Electrical Engineering Department

*Engineering Science Department

Industrial Engineering Department

Faculty of Natural Sciences/Mathematics

*Department of Mathematics

*Department of Chemistry

*Department of Physics

Department of Economics

Geological Sciences Department

Department Statistics

Department of Geography

*Department of Computer Sciences

Faculty of Social Sciences

Department of Anthropology

Department of History

Department of Linguistics

*Department of Sociology

*Department of Philosophy

*Speech Communication Program

Political Science Department

*Department of Psychology

Department of Policy Sciences

Faculty of Health Sciences

Department of Behavioral and Related Sciences

Fixed Prosthodontics Department

Oral Diagnosis, Clinical Pathology/Radiology Department

Department of Dental Materials

*Operative Dentistry Department

Department of Oral Pathology

Department of Oral Biology

Department of Oral Surgery

Department of Biology

Department of Orthodontics

*Department of Periodontics

*Laboratory Animal Sciences

*Department of Physical Therapy

*Department of Biochemistry

Department of Pharmacology

Medicine/Neurology Department

Preventive Medicine Department

Department of Adult Health

Department of Patient Admission and Records

Removable Prosthodontics Department

Medical Technology Department

* Department of Anatomy

Biophysical Sciences Department

* School of Nursing

Department of Physiology

The Center for Immunology

* Department of Psychiatry

Department of Mental Health and Psychiatric Nursing

Department of Pedodontics

Health Sciences Education

*Occupational Therapy Department

*Department of Microbiology

Department of Pathology

Department of Anesthesiology

Department of Pediatrics

Functional Nursing Department

Community Health Department

*Department of Pharmacy

Department of Child Health Nursing

Medicinal Chemistry Department

Theoretical Biology Center

Department of Surgery

Rehabilitation Medicine Department

Department of Pharmaceutics

Department of Maternal Health Nursing

Department of Dermatology

Miscellaneous

Legal Studies Program

Black Studies Program

Operations Analysis Department

Research - Special Programs

Department of Organizations and Human Resources

*The School of Management

Department of Environmental Analysis

Management Systems Program

Faculty of Health Sciences

Department of Urology

Department of Neurosurgery

*Department of Ophthalmology

Department of Otolaryngology

Department of Radiology